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ABSTRACT

This unit contains two lessons to promote commonality of culture and indicate differences as well. The first lesson asks students to explore their preconceptions about India. The second lesson is a research activity to facilitate learning about major "movers and shakers" in 20th century South Asia. Lessons include objectives, strategies, a materials list, and resources for further reading. (EH)

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Overcoming Cultural Conflict with Knowledge.

Fulbright-Hays Summer Seminars Abroad, 1997 (India)

by

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Seminar Participants

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SO 029 078

Enclosed are two of the three lesson plans I have completed for ERIC. I decided to utilize your materials as there is a great deal of wisdom and knowledge to be gained by both cultures. The purpose of these lessons is to promote commonality of culture while showing our differences.

The third lesson has to be delayed due to copyright requests that have not been answered, but will be forwarded as soon as I hear from the publishers of Conflict Resolution in S. E. Asia.

Thank you,
Robin Hess

Overcoming Cultural Conflict with Knowledge

Objective:

1) To overcome cultural conflict with knowledge of the culture to be studied.
2) To instil the idea that cultural difference are just that: differences; not "right" or "wrong", "good" or "bad;" just different.
3) To show that knowledge can enhance and enrich one's study of an area of the world.

Strategies:

1) Invite students to explore their preconceived ideas through the "minds eye" activity.
2) Introduce the Fulbright materials to the class for inspection as to the American and Indian culture.
3) Share results of the questionaires given to both American and Indian students.
4) Have students who have been identified as "Indian students visiting America share with "American students visiting India" what they have learned about the cultures.
5) Have students do the In class writing after the exchange of cultural and knowledge debreifing.

Materials

... Questionaire results
... Fulbright Materials for Americans visiting India and Indians visiting the United States.

A. Images or Stereotypes of Cultures
    1. Questionaire results of Americans going to India (hypothetically) and Indians going to America.
B. Introductory material furnished to both groups by the Fulbright House
    1. Material for American scholars traveling to India
    2. Material for Indian students traveling to the United States.

Further Reading Sources:

East, West Salman Rushdie
Vintage 1995
Random House, 20 Vauxhall Bridge
London SWIV25A

The Inscrutable Americans Anurag Mathus
Rupa & Co, 1991
15 Bankem Chaekerjee St. Calcuta 700073

Karma Cala Gita Mehta

Penguin Books 1993
375 Hudson Street, New York, N.Y. 10014

Lesson PLan

A. Introduction:

1) Ask students to close their eyes and picture what it would be lke for a student from India to cone to the United States. (Mind's eye activity)
    1. What would they see?
    2. What would overwhelm them?
    3. What would be so different?
    4. What difficulties would be encountered?
        a) language b) dress c) gender d) food e) transportation f) money
    5. What fears would be paramount?
2) Ask students to close their eyes and picture what their life would be in India as a student.
    1. What would they see?
    2. What would overwhelm them?
    3. What would be so different?
    4. What difficulties would be encountered?
        a) language b) dress c) gender d) food e) transportation f) money
    5. What fears would be paramount?

B. Introduce the Fulbright materials for both Americans and India ns traveling to the other culture.

Divide the class and half will be Indians to America, (You must spend some time telling the "Indian" students about their culture as being a largely vegeterian caste system (although outlawed) with certain mannerisms and customs they will see this from the materials.) That is their job! To see the culture from the materials prepared.

Questions to be answered by each student
    1. What can you learn from these materials about both cultures?
    2. What are the basic differences between these cultures?
    3. How can we understand and value each other?

C. After time has been given to both groups to study materials and answer questions, have students interact and talk to each other about differences they have learned.
Final: Debreifing

D.In class Writing:

1. How much does cultural diference block understanding?
2. Why should someone study or have materials like this availble prior to a trip or study of an area of the world?
3. What have you learned about cultural differences?
    (using the materials; list differences to be addressed)

A. Questions given to American Students about India and the World. (given in Mt. Vernon, Ohio,Sept., 1997)

The teacher could either use the following results of the questionaire given or give their own survey and tabulate results. (copy enclosed with materials.)

Where would you like to go in the world and why?

-- no American student said India first.

1. Would you be interested in going to India?
   - -- majority said yes becuase it is so different form the United States.
   - -- a few said no due to images of poverty, fighting, and pollution
2. What were/are your views of India?
   - -- religious diversity
   - -- tradition/values
   - -- poverty
   - -- war
   - -- wildlife
   - -- disease
3. What are your major sources of views?
   - -- television
   - -- magazines
   - -- school
   - -- friends
4. What would worry you about visiting India?
   - -- disease/sickness (overwhelmingly dominant)
   - -- poverty
   - -- pollution
   - -- cultural difference
   - -- crime
   - -- language
5. What would you look forward to?
   - -- people
   - -- diversity (learning a new culture)
   - -- sites (temples, ruins)
   - -- food
   - -- shopping
6. How is India portrayed in the media?
   - -- poor, dirty, hungry
   - -- primitve and overpopulated
   - -- male dominance
   - -- poor goverment
7. What do you think has been the impact of the U.S. on India?
   - -- helping feed the people
   - -- missionaries spreading Christianity

A. positive
   -- aid
   -- business investment
B. negative
   -- aid to Pakistan (nuclear buildup)
   -- anti-Indian policy during Cold War

8. What do you think is different/similiar between American and Indian values?
   -- Americans more materialistic
   -- Americans hve more opportunities
   -- Women treatment different
   -- both value family and religion
   -- Indians more tolerant
9. What do you feel are the views and ideas Americans have of Indians?
   -- hard working
   -- poor but smart

-- teenagers emulating U.S. teens

8. What do you think is different/similiar between American and Indian values?
   -- Indians are more nonmaterialistic
   -- Indians are more respectful of elders and less respectful of women
   -- Indians have stronger morals
9. What do you feel are the views and ideas Indians have of Americans?
   -- rich and greedy
   -- loud and flashy
   -- snobly and selfish
   -- admiration for wealth and freedom
   -- lazy "fat cats"

B. Questionaire for Indian students about the United States and the World. (-given in New Delhi, India, Aug., 1997)

Where would you like to go in the world and why?
-- every Indian said the U.S. or England for educational opportunities.

1. Would you be interested in going to the United States?
   -- all said yes for opportunities not available in India
2. What were/are your views of the United States?
   -- rich and materialistic
   -- fast paced life
   -- crime
   -- wonderful opportunities
   -- friendly people
3. What are your major sources of views?
   -- friends who have visited the U.S.
   -- T.V.
   -- school
4. What would worry you about visiting the U.S.?
   -- prejudice due to dark skin
   -- dislike of foreigners
   -- lack of money, home, family (homesickness)
   -- crime
   -- cultural differences
   -- knowledge of "slang"
5. What would you look forward to?
   -- educational opportunities (100%)
   -- travel (Disneyland)
6. How is the U.S. portrayed in the Media?
   -- fast life, loose morals
   -- the world's superpower
7. What do you think has been the impact of the U.S. on India?

Simulation

20th Century Leader Banquet in the Subcontinent of India, Pakistan, Bangledesh and Sri Lanka.

This is a research activity to facilitate learning about the "movers and shakers" in 20th Century South Asia.

Objective:

1) To introduce students to the past and present influencial people in an important and vital area of the world.
2) To enhance research abilities and interviewing skils of students
3) To allow studetns to divide into conflicting philosophies and personalities of this regions.

Strategies:

1) Assign each student a name on the enclosed list and aid in their research as some may be difficult to find.
2) Allow three days (at least) for research and questions.
3) Each student will prepare a paper on their person as well as note cards.
4) Prepare for a banquet with Indian snacks and food. There are easy recipes available in Indian cookbooks that students can prepare and bring to class. (If block scheduled, this is good, if not, allow two periods for banquet.
5) Help students who wish to dress for the banquet in Saris or dhotis with enclosed diagram. Utilize Indian citizens in your community for help with food, clothing , and background music. (They love it)
6) Students must come to the Banquet as the person they researched. Points will be given for mingling and finding out about each other. (Wrtiting materials are accepted as these will be informal interviews to be turned in after the Banquet. Questions should include who, what, when, where, and why)
7) Each student will then tell about themselves in class after the Banquet.
8) In class writing as final evaluation
   Possible Questions:
   1. What did you learn from studying the influencial people of 20th Century South Asia?
   2. What did you admire about your person?
   3. Who were some of the personalities that "stuck out" in your mind? Why?
   4. Was this a good way to learn about South Asia? Why or Why not?

Materials

-- Personality List

Salmon Rushdie
Gita Mehta
Mohatma Gandhi
Nehru (Jawaharlal)
Kocheril Kaman Narayanan
Ali Jinnak
Loral Louis Mountbattin
Runyard Kipling
Laloo Prasad Yadav
P.V. Narasimha
I.K. Gujral
Indira Gandhi
Rajiv Gandhi
Benazis Bhutto
Gen. Mahammed Zia ul-Hag
sir Cyril Radcliff
Shiek Hasina Wazeal
Shiek Mujibur Rahman
Chandrika Kumaratunga
Begun Khaleda Zia
Zulfikar Bhutto
Asif Zardari
Amrinder Singk
Srekantadatta Narasemha Raja Wodeyar
Mohammed Abdul Ali
Maharajah Ranjit Singh
Dalhi Lama
Mother Teresa